

Greenway Primary School

Tom Horne, Superintendent of Public Instruction

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

98 Cole Ave, Bisbee, AZ 85603

Bisbee Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Highly Performing

2004-05 Performing Plus

2003-04 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator: Mr. John Taylor

Schedule: 07:30 AM to 03:30 PM

Grades: Pre-K-3

Web Address : busd.k12.az.us
Phone Number : (520) 432-4361
Fax Number : (520) 432-6121

E-mail: jtaylor@busd.k12.az.us

Mission

Learning for all.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met

2004-05 Met

2003-04 Met

School Improvement Status (b)

2005-06 N/A

2004-05 N/A

2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- Ü Improve student performance in language arts in each grade level as measured by performance on local, state or national assessments.
- **ü** Improve student performance in math in each grade level as measured by performance on local, state or national assessments.

Enrollment

October 1, 2005 School Year Student Enrollment: 264

Accepting New Students in 2005-06 Under Open Enrollment Law: Yes Number of Students Attending Under Open Enrollment in 2005-06: 6

Greenway Primary School

Instructional ProgramsÜ Curriculum 100% Aligned to StandardsÜ On-site Special Education

Ü Title I Reading/Language ArtsÜ Research based math series

 $\ddot{\mathbf{U}}$ Research based language arts series

Calendar Information

Number of Instruction Days: 180

Average Daily Instruction Time: 6 hours 15 minutes

First Day of School: 8/4/2005 Last Day of School: 5/23/2006

Shared Responsibilities

School

Provide a safe environment conducive to emotional and educational growth. Maintain open lines of communication with parents and students. Provide quality teaching that reflects the Arizona Academic Standards. Monitor and report growth to families.

Parents

Send students to school daily in a clean, well-rested state. Ensure that the nutritional needs of the student are met. Read to/with students for 20 minutes daily. Check on students progress. Recognize that the school values active parent involvement.

Transportation Policy

Students are transported by school bus throughout the district in approximately a 12-mile radius. The primary goal is to ensure the safety of students as they ride to and from school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 3

3rd Grade

Mathematics	#	# Teste	ed	%	Test	ed		MSS		%	6 FFB			% A		%	6 Met		% Ex	ксеес	ded
aurematies	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ
All Students	55	55	80010	100	100	99	456	456	447	5	5	10	9	9	18	67	67	53	18	18	18
All Students (Prior Year)																					
Female	29	29	38935	100	100	99	456	456	447	3	3	9	7	7	19	76	76	55	14	14	17
Male	26	26	40974	100	100	98	456	456	448	8	8	11	12	12	18	58	58	52	23	23	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	31	31	34545	100	100	99	452	452	432	6	6	14	6	6	24	77	77	53	10	10	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	21	21	35142	100	100	99	459	459	465	5	5	5	10	10	11	57	57	56	29	29	28
Students with Disabilities	NC	NC	10161	NC	NC	93	NC	NC	419	NC	NC	28	NC	NC	28	NC	NC	36	NC	NC	8
Students without Disabilities	50	50	69849	100	100	100	462	462	451	2	2	7	8	8	17	70	70	56	20	20	19
Limited English Proficient Students	NC	NC	14013	NC	NC	97	NC	NC	413	NC	NC	24	NC	NC	34	NC	NC	39	NC	NC	3
Migrant Students			603			96			417			22			32			42			4
Economically Disadvantaged	40	40	39029	100	100	98	454	454	432	8	8	14	8	8	25	70	70	52	15	15	9
Non-Economically Disadvantaged	15	15	40981	100	100	100	462	462	462	NA	ΝĀ	6	13	13	13	60	60	54	27	27	<u>2</u> 7

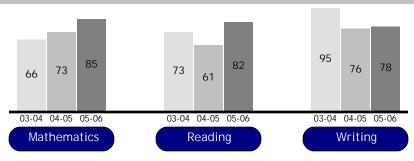
Reading	#	Teste	ed	%	Teste	ed		MSS		9	6 FFB			% A		%	6 Met		% E	xcee	ded
g	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ
All Students	55	55	79438	100	100	98	459	459	451	4	4	9	15	15	24	73	73	56	9	9	11
All Students (Prior Year)																					
Female	29	29	38775	100	100	99	467	467	457	3	3	7	10	10	22	76	76	58	10	10	13
Male	26	26	40560	100	100	97	449	449	446	4	4	12	19	19	25	69	69	54	8	8	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	31	31	34297	100	100	98	448	448	434	3	3	14	16	16	31	81	81	50	ÑΑ	NA	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	21	21	34887	100	100	98	473	473	471	5	5	4	14	14	15	62	62	63	19	19	18
Students with Disabilities	NC	NC	9588	NC	NC	88	NC	NC	416	NC	NC	30	NC	NC	32	NC	NC	34	NC	NC	5
Students without Disabilities	50	50	69850	100	100	100	464	464	456	NA	ÑΑ	7	14	14	23	76	76	59	10	10	12
Limited English Proficient Students	NC	NC	13856	NC	NC	96	NC	NC	407	NC	NC	27	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students			600			96			418			22			38			39			2
Economically Disadvantaged	40	40	38685	100	100	97	455	455	435	5	5	14	15	15	32	75	75	50	5	5	5
Non-Economically Disadvantaged	15	15	40753	100	100	99	471	471	467	NA	NA	5	13	13	16	67	67	62	20	20	17

Writing	7	# Teste	ed	%	Teste	ed		MSS		(% FFE	3		% A		9,	% Me	t	% E:	xcee	ded
· · · · · · · · · · · · · · · · · · ·	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ	S	D	ΑZ
All Students	55	55	79971	100	100	99	455	455	423	2	2	8	20	20	41	73	73	49	5	5	3
All Students (Prior Year)																					
Female	29	29	38974	100	100	99	461	461	437	NA	ΝĀ	5	21	21	33	72	72	57	7	7	4
Male	26	26	40895	100	100	98	448	448	410	4	4	10	19	19	47	73	73	41	4	4	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	31	31	34481	100	100	99	453	453	410	NA	ΝĀ	10	26	26	46	74	74	43	ÑΑ	NA	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	21	21	35150	100	100	99	461	461	437	5	5	5	10	10	35	71	71	56	14	14	5
Students with Disabilities	NC	NC	10258	NC	NC	94	NC	NC	377	NC	NC	23	NC	NC	51	NC	NC	25	NC	NC	1
Students without Disabilities	50	50	69713	100	100	100	465	465	429	NA	ŇĀ	5	16	16	39	78	78	52	6	6	3
Limited English Proficient Students	NC	NC	13985	NC	NC	97	NC	NC	382	NC	NC	18	NC	NC	54	NC	NC	27	NC	NC	0
Migrant Students			608			97			389			16			50			33			0
Economically Disadvantaged	40	40	38994	100	100	98	454	454	409	3	3	10	20	20	47	73	73	41	5	5	1
Non-Economically Disadvantaged	15	15	40977	100	100	100	460	460	437	NA	ÑĀ	5	20	20	34	73	73	56	7	7	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

	Met Percent Tested?	Υ
	Met Test Objectives?	Υ
AYP Determination	Met Attendance Rate?	Υ
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

		2003-2004 (SAT9)				200	04-2005	(TerraN	ova)	2005-2006 (TerraNova)				
Grade	Content Area	%	Score	D	AZ	%	Score	D	AZ	%	Score	D	ΑZ	
	Reading	98	51	NA	58	98	44	44	47	92	50	50	46	
2	Language	100	48	48	50	98	39	39	47	92	44	44	48	
	Mathematics	100	68	68	64	98	51	51	50	97	44	44	52	
	Reading	97	47	NA	55	100	43	43	44	98	52	52	46	
3	Language	97	51	51	61	100	42	42	44	98	52	52	46	
	Mathematics	97	55	55	61	100	51	51	51	98	59	59	52	

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (- -) to indicate "no data available."

Greenway Primary School										
	School	Site Council								
Council Composition			Council D	uties						
1 School Administrator(s)		ü Ex	tracurricular Activitie	es .						
1 Non-certified Employee(s)	ü Sc	Ü School Site Improvement							
2 Teacher(s)			hool Safety Issues							
2 Parent(s)		Ü Pa	rent/School Relations	3						
0 Community Member(s)										
0 Student(s)										
Sta	affing Information	for School Ye	ear 2005-06							
Position	Number	Pos	sition	Number						
Administrator	1.00		acher	14.75						
Other Professional Staff	.50		acher Aide	6.00						
	f Teaching Experi									
Experience	Bachelor's	Master's	Doctorate	Other						
3 or fewer years	3	0	0	0						
4 to 6 years	2	0	0	0						
7 to 9 years	3	0	0	0						
10 or more years	4	5	0	0						
Hiç	ghly Qualified (NC	LB) School Ye	ear 2004-05							
Core academic classes taught by Highly Qua	llified (NCLB) teache	rs	40							
Feachers with Emergency Certification.	inned (NOLD) teache	13.	0							
Percent of teachers in the school with Emer	raoncy/Provisional Co	ortification	0%							
		ertincation								
Percent of core classes not taught by Highly	Qualified reachers		0%							
	Resources Ava	ilable at Scho	ool Site							
	Specia	ıl Facilities								
Ü Auditorium										
25 121 70 1 1 1										
Ü Library/Computer Lab										
U Library/Computer Lab	Extracurri	cular Activiti	es							
		cular Activiti	es							
Ü 100th Day Events/Love of Learning Wee		cular Activiti	es							
Ü 100th Day Events/Love of Learning Wee		cular Activiti	es							
Ü 100th Day Events/Love of Learning WeeÜ Stranger Danger/Halloween Safety		cular Activiti	es							
Ü 100th Day Events/Love of Learning WeeÜ Stranger Danger/Halloween SafetyÜ Greenway Music & Choir Programs	ek		es							
 Ü 100th Day Events/Love of Learning Wee Ü Stranger Danger/Halloween Safety Ü Greenway Music & Choir Programs Ü Fire Prevention Program 	ek	cular Activiti	es							
 Ü 100th Day Events/Love of Learning Wee Ü Stranger Danger/Halloween Safety Ü Greenway Music & Choir Programs Ü Fire Prevention Program Ü PTO Programs 	ek		es							
 Ü 100th Day Events/Love of Learning Wee Ü Stranger Danger/Halloween Safety Ü Greenway Music & Choir Programs Ü Fire Prevention Program Ü PTO Programs Ü Child Advocacy Team 	ek		es							
 Ü 100th Day Events/Love of Learning Wee Ü Stranger Danger/Halloween Safety Ü Greenway Music & Choir Programs Ü Fire Prevention Program Ü PTO Programs 	ek		es							

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

 $\ddot{\mathbf{U}}$ Greenway is labeled as a 'Highly performing school'

Student Activity Rates for School Year 2005-06

			Arizona	
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate 4	92	95	94	95
Promotion Rate 5	0	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Monthly fire drills, Fire Prevention Week, Red Ribbon Week, stranger danger programs and teacher training in school safety and first aid. There is a schoolwide Discipline Plan. We also have an Emergency Response Plan in place.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6):

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	John Taylor	(520) 432-4361
Transportation Policy	Steve Kemrey	(520) 432-6612
Community Resources		
School Nutrition Programs	Susan Leindecker	(520) 432-6110
Parent Organization	Heidi Long	(520) 432-5714
Student Health/Nurse	T. Vertrees	(520) 432-4361

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

- 1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.
- 2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.
- 3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to http://www.ade.az.gov/AIMS/default.asp
- 4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.
- 5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.
- 6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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Total cost of printing: 12 Pages X .0243 Per page X 0 Copies = \$0.00

^{**} If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

^{**} Due to booklet size printing, print copies are produced in multiples of 4.